

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

The mission of the Education Administration Program is: **“to prepare credible and relevant leaders in education.”** Inherent in attaining the mission statement is a program designed to prepare teachers and other credentialed school personnel in a manner that ensures that they become leaders of the highest quality and have a deep understanding of the needs of schools in the Central Valley and beyond. –

II. Goals and Student Learning Outcomes

The overarching goal of the Education Administration Program is to prepare candidates to assume administrative roles as credible instructional leaders that have a well-formed philosophy of educational leadership based on a deep theoretical/knowledge base as well as practical on-site experience. The California Professional Standards for Educational Leaders (CPSELs) provide the foundation for the goals and objectives of the program.

Graduates of the Educational Leadership and Administration Masters and Credential Program are skilled instructional leaders who effectively and efficiently lead and manage schools and design and implement systems that have a profound and positive impact on ensuring every student achieves at proficiency and beyond. Fresno State graduates, as they accept new administrative and leadership assignments and responsibilities, have the knowledge and skill to diagnose their new organization/situation and understand its challenges and opportunities. Education Administration graduates have the knowledge and skill set to formally and informally assess the current state of a department/school site using strategies and research-based tools through the lens of the following program components:

- 1.0 Shared Vision of Learning-- Increasing the Achievement of Every Student and Closing Proficiency and Achievement Gaps
- 2.0 Culture of Teaching and Learning: Learning-Centered Schools
- 3.0 Management of the School in the Service of Teaching and Learning
- 4.0 Effective Partnerships: Working With Diverse Families and Communities.
- 5.0 Personal Ethics and Building Leadership Capacity
- 6.0 Understanding, Responding to, Influencing and Leveraging Context-- Political, Legal, Social, Economic and Cultural
- 7.0 Educational Research: Competencies for Analysis and Application

Student Outcomes

In order to promote the success of every student, Education Administration graduates as educational leaders . . .

- 1.1 Facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every student.
- 1.2 Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 1.3 Identify and address barriers to accomplishing the vision.

- 2.1 Shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards.
- 2.2 Design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development.
- 2.3 Use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 2.4 Develop results-oriented professional learning communities and supervise and support the ongoing professional growth and development of all staff to improve the learning of all students.
- 2.5 Implement equitable practices to ensure the achievement of every student and promote equity, fairness, and respect among all members of the school community.

- 3.1 Effectively and efficiently manage the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 4.1. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students.

- 5.1. Model a personal code of ethics and develop and enhance the leadership capacity of self and others.

- 6.1. Assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts.

- 7.1 Access and review educational literature and research and write about educational areas, issues and problems.

Measuring Program Outcomes

Assessment of program outcomes for the purpose of ongoing program improvement is conducted annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 1 below. A description of all measurement instruments used for both program and student outcomes is on pages four and five of this document.

Table 1
Program Outcome Assessment Questions, Measures and Collection Frequency

Program Outcome Assessment Questions	Measurement	Frequency
1. Is the program providing a practice- based curriculum that ties theory to practice?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Capstone Project	Semester Twice Year End Program Last Semester
2. Are courses sequenced and coupled in a way that facilitate student learning and prepare appropriately for a leadership position?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Capstone Project	Semester Twice Year End Program Last Semester
3. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Capstone Project 360 Degree Disposition Survey	Semester Twice Year End Program Last Semester Beg/End Prog

Measuring Student Outcomes

Student outcomes are a major component of the program review process and are included in assessing the success of the program. Activities and signature assignments in courses are used to emphasize the student outcomes and specific measures of these outcomes take place on an annual basis. Table 2 below specifies the Student Outcomes, the Measures and the Collection Frequency.

Table 2
Student Outcome Assessment Questions, Measures and Collection Frequency

Student Outcome Assessment Question	Measurement	Frequency
1. Do students have the knowledge and skills to facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every child?	Signature Assignment Embedded Fieldwork Evaluations 360 Dispositions Survey Capstone Project	Semester Semester Beg/End Prog Last Semester
2. Do students have the knowledge and skills to effectively marshal sufficient resources to implement and attain the vision for all students and subgroups of students?	Signature Assignment 360 Dispositions Survey	Semester Beg/End Prog
3. Are students able to identify and address barriers to accomplishing the vision?	Signature Assignment Capstone Project	Semester Last Semester
4. Do students have the knowledge and skill to create an accountability system of teaching and learning based on student learning standards?	Signature Assignment Embedded Fieldwork Evaluations Capstone Project	Semester Semester Last Semester
5. Do students have the knowledge and skill to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development?	Signature Assignment Embedded Fieldwork Evaluations Capstone Project	Semester Semester Last Semester
6. Do students have the knowledge and skill to use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students?	Signature Assignment Embedded Fieldwork Evaluations Capstone Project	Semester Semester Last Semester
7. Do students have the knowledge and skill to develop results-oriented professional learning communities and supervise and support the on-going professional growth and development of all staff to improve the learning of all students?	Signature Assignment Embedded Fieldwork Evaluations Capstone Project	Semester Semester Last Semester
8. Do students have the knowledge and skill to implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?	Signature Assignment Capstone Project	Semester Last Semester
9. Do students have the knowledge and skill to effectively and efficiently manage the organization, operations, and its resources?	Signature Assignment Embedded Fieldwork Evaluations 360 Degree Dispositions Survey Capstone Project	Semester Semester Beg/End Prog Last Semester
10. Are students able to skillfully collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students?	Signature Assignment 360 Degree Dispositions Survey	Annual Beg/End Prog
11. Do students model a personal code of ethics?	360 Degree Dispositions Survey	Beg/End Prog
12. Are students able to skillfully develop and enhance the leadership capacity of self and others?	Signature Assignment Embedded Fieldwork Evaluations Capstone Project	Semester Semester Last Semester
13. Do students have the knowledge and skill to accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?	Signature Assignment Embedded Fieldwork Evaluations 360 Degree Dispositions Survey Capstone Project	Semester Semester Beg/End Prog Last Semester
14. Are students able to skillfully access and understand educational literature and research and write about educational issues and problems?	Signature Assignment Capstone Project	Semester Last Semester

The following table (Table 3) is a matrix that outlines student outcomes by course.

Course Objective Matrix

Table 3

Courses	Student Outcomes												
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	4.1	5.1	6.1	7.1
EAD 261							**	**	**		**		
EAD 272				**	**	**		**					
EAD 262	**	**	**					**					
ERA 220								**					**
ERF 288					**	**		**					**
EAD 263					**	**	**	**			**		
EAD 269								**	**	**		**	
EAD 298													**

Note: Courses are presented in the order they are offered during the sequence of courses.

Course Titles are indicated below.

EAD 261 Introduction to Educational Leadership and Administration	ERA 288 Measurement and Program Evaluation
EAD 272 Advanced Curriculum Design and Delivery	EAD 263 Instructional Supervision
EAD 262 Advanced Educational Leadership	EAD 269 Site-Based Leadership
ERA 220 Research Methods in Education	EAD 298 Project

Measurement Instruments

The following is a description of each of the measures used to measure student and program outcomes.

- 360 Degree Pre and Post Disposition Survey** – this assessment is distributed to students at the beginning of the program and again at the end of the program. Students complete it as a “self-assessment”, and it is also distributed to seven other individuals with whom the individual works (one must be their supervisor). The data is summarized and the combined means of the other assessors are given to the student with their own assessments so they can compare to see if their views are consistent (or inconsistent) with others who have assessed them. The assessment is also taken at the end of the program and the data from the pre and post surveys for self and others is compared to see what growth has been realized during the program. The assessment is used to measure individual’s leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.
- Signature Assignments** – At least one signature assignment/assessment has been designed for each course to specifically evidence student learning outcomes. Signature assignments are consistent throughout the course and connected and build upon one another for courses with linked objectives.
- Embedded Fieldwork Assessment** – In four of the courses, embedded fieldwork or “laboratories of practice” are designed and conducted where a student and/or groups of students apply and demonstrate learning in-the-field.
- Writing Competency** - All students must pass the initial writing competency examination given in the first course, EAD 261. Students are given approximately 20 minutes to write on an assigned topic and are assessed using only the Mechanics section of the Scoring Rubric of the Graduate Writing Requirement. All students must pass the second writing competency examination given in the second semester course, EAD 262. Students are assigned to write a review of the literature on a limited topic

and are assessed using all three of the sections of the Scoring Rubric of the Graduate Writing Requirement.

5. **Education Administration Program Survey:** Survey conducted during the last class in the final course of the program. *Survey results are reviewed at Department Meetings.*
6. **Graduate Survey:** All graduating students complete a standardized survey instrument as they exit the program. *Completed surveys are tabulated by the associate dean's office and shared with faculty members.*
7. **Superintendent's Advisory:** Each semester, the entire program faculty meets with the Superintendents' Advisory Committee, a group of approximately 20 superintendents from school districts served by the education administration program. The superintendents provide feedback on program objectives, program offerings, graduate knowledge and skill and other aspects of the program. *Feedback is reviewed by faculty and used for program changes and enhancements.*
8. **Project/Thesis/Capstone Project:** Each student must satisfactorily complete a project, thesis or capstone site-based project. The project or thesis is focused on some method of improving schools. The Diagnosing a School Site System and Planning for the First 90 Days capstone project consists of an expansive literature review; data collection and analysis related to each program goal component; diagnosis of the challenges and opportunities; and the development of a plan of action for the First 90 Days on the job. The project is presented in written format with an oral interview at the project site before a panel of experts, including at least one university professor, site-principal, district superintendent/designee and any other individual the university professor deems necessary.

Program Changes/Enhancements

Education administration faculty analyze data collected from the instruments during department meetings and annual retreats. Changes and enhancements to the program are made through the department faculty. While it is important to have a variety of data to review before making program changes, information that emerges from Superintendent's Advisory meetings and other data collection points may be used in a formative manner and acted upon immediately once the data are deemed valid and reliable.

Data collected from the department's annual retreat and an alignment/gaps analysis of program and student learning outcomes has prompted program changes relative to teaching, learning and instructional leadership to accelerate the achievement of English Learners and students with special needs. In addition, a redesign of the current fieldwork experiences is underway to embedded fieldwork in specific designated courses.

The Education Administration faculty are engaged in work processes for program redesign. CTC adopted new program standards for the administrative services credential. Program Sponsors writing new programs at this time will write to the new standards. Though CSU, Fresno is already an existing sponsor, the new standards will guide the considerations for program redesign.